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ABSTRACT

The pamphlet contains seven articles describing some of the in-service activities and stating conclusions reached in an adult basic education (ABE) staff development project in Minnesota. The purpose of the project was to establish a permanent delivery system for staff development at the local and State levels. Article titles and authors are: "ABE Staff Development Needs Assessment in Minnesota 1972-73", Dr. Antusa S. Bryant; "University of Minnesota Makes Long-Range Plans for ABE", Dr. Reynold Willie; "Model In-Service Program Developed for ABE Teachers", Dr. Antusa S. Bryant; "Counseling--ABE, Topic of Staff Development Workshop at Brainerd"; "Topical Workshop Presented by Moorhead State College", Dr. John B. Wasson; "ABE Paraprofessional Workshops", Dr. Antusa S. Bryant; and "Evaluation Report", Benjamin F. Bryant and Paul D. Broderson. (Author/NH)

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Adult Basic Education Staff Development 1973 1974

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Foreword

During the 1972-73 school year, Minnesota, together with five other states in the U. S. Office of Education Region V, took part in the first of a three-year Adult Basic Education staff development project funded cooperatively by the states and the federal government under Section 309 of Title III Public Law 91-230.

The purpose of the project is to establish a permanent delivery system for staff development at the local and state levels.

Flexibility of project operation for participating institutions of higher learning permitted a variety of approaches to the problem of providing workshops and courses to meet the needs of Adult Basic Education staff.

The articles which follow describe some of the in-service activities that took place and conclusions that were reached as a result of the project.

Adult Basic Education
Staff Development 1973

Adult Basic Education Unit

State Department of Education
St. Paul, Minnesota 55101

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ABE Staff Development Needs Assessment In Minnesota 1972-73

Dr. Antusa S. Bryant, Mankato State College

A federal grant under the Adult Education Act of 1966 enabled six states (Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio) to initiate in FY 1973 a three-year program of upgrading the capabilities of ABE staff in the USOE Region V.

One of the purposes of the program was to assess the extent of need for ABE staff development. It was in connection with this purpose that Mankato State College, through a committee of four individuals, conducted a statewide needs assessment project. The committee included Dr. Antusa S. Bryant, who acted as chairman, Mr. Ralph Kudela, Mr. Lyle McFarling, and Dr. Beatrice Moosally.

To do the job of assessing need, the committee developed four questionnaires for four target groups: (1) school superentendents; (2) ABE administrators; (3) ABE non-administrative staff (teachers, counselors, and paraprofessionals); and (4) representatives of vocational schools, community colleges, and state colleges and universities.

The purpose of the survey was to pinpoint need for classes for ABE students and for training of ABE staff.

Out of 441 questionnaires mailed to school superintendents, 335 (76%) were returned. Eighteen (50%) questionnaires were returned out of 36 mailed to ABE administrators. A total of 139 questionnaires were returned by non-administrative ABE staff. Eighty-six questionnaires were sent to the institutions of higher learning and 57 (66%) were returned.

Results of the questionnaires revealed the following highlights:

1. The superintendents felt that there was a large number of people who could benefit from an ABE program, but that staff members lacked interest in initiating such a program.

2. The superintendents were uncertain about community support, staff support, and board of education support.

3. Unanimously, ABE administrators felt that they had the support of the community, their staff, and the board of education for their programs.

4. Many of the ABE administrators reported a need for more staff development through cooperative pre-service and in-service training programs between local personnel and institutions of higher learning.

5. Non-administrative ABE staff were in agreement with the administrators regarding cooperation in pre-service and in-service training programs by local personnel and institutions of higher learning. Further, they favored college credit for both in-service training and on-the-job experience.

6. Certification was desired by a majority of the non-administrative staff.

7. Only six of the responding institutions of higher learning offered some ABE training but none offered a degree or concentration in ABE.

8. Cooperation among institutions of higher learning in the training of ABE staff personnel was favored by a majority of these institutions.

Details of the survey findings can be found in the July 1973 report entitled "ABE Staff Development Needs Assessment In Minnesota: A Report."

A limited number of copies are still available to individuals who desire to obtain copies. Requests should be sent to: Antusa S. Bryant, Special Education Department, Mankato State College, Mankato, Minnesota, 56001.

University of Minnesota Makes Long-Range Plans for Adult Basic Education

Dr. Reynold [illegible]ie, University of Minnesota

The College of Educa[illegible]n of the University of Minnesota offered Education 5107, Adult Basic Education, "Instructional Methods and Materials," during February and March, 1973. Thirty-six students, primarily practicing Adult Basic Education teachers and aides in the metropolitan area, enrolled in the course taught by Lester Cziok, Ronald Handley, and George Ploetz of Adult Basic Education and Special Programs of the Minneapolis Public Schools. The course was offered on Campus on Saturday mornings to enable the practioners to enroll.

Evaluations indicated that the class was of particular benefit to the participants and a worthwhile experience for the instructors.

As a participating institution in the Region V Adult Basic Education Staff Development Project, the College of Education received funds to engage in the following activities during the 1972-73 academic year:

(1) Review the literature in the field of Adult Basic Education;

(2) Develop a questionnaire on the needs of Adult Basic Education personnel and survey the professionals in the State;

(3) Survey courses throughout the University system which are appropriate for Adult Basic Educators; and

(4) Design a program in Adult Basic Education which includes a series of courses in Adult Basic Education, a clinical experience component, a counseling component, and an undergraduate minor.

The proposal, which resulted from the first year's activities, is currently under study by the appropriate College of Education committees. Subject to the approval of those committees, the proposal will be implemented during the 1973-74 academic year.

Implementation is not viewed as a terminal activity but rather as a step in a four-step approach (develop, implement, evaluate, modify) to Adult Basic Education.

Dr. Antusa S. Bryant (left), director of the ABE workshop at Wayzata. (Below) George Ploetz, Minneapolis; Sherwood W. Clasen, state coordinator of Adult Basic Education; and Lester Cziok, Minneapolis, take a break during the Wayzata ABE workshop.

Model In-Service Program Developed for ABE Teachers

Dr. Antusa S. Bryant, Mankato State College

Mankato State College participated in the U.S.O.E. Region V ABE staff development effort in 1972-73 by conducting a workshop for ABE teachers on May 5, 1973, in Wayzata, Minnesota.

The main goal for the workshop was to develop a model for pre-service and in-service programs for ABE teachers.

The following questions guided the faculty and the participants in their endeavor:

1. What educational courses and experiences are most beneficial in the preparation of an ABE teacher?

2. What kinds of activities should be provided for in-service training of ABE teachers?

3. How should pre-service and in-service training be provided?

   - Should institutions of higher learning undertake the training of ABE staff?
   - Should local programs undertake the training of ABE staff?
   - Should institutions of higher learning and local programs cooperate in the training of ABE staff?
   - What other alternatives can be offered?

4. Should there be a selection policy for individuals desiring ABE professional training?

5. Should ABE staff be certified?

The participants were from Anoka, Burnsville, Cloquet, Coon Rapids Cottage Grove, Crookston, Madelia, Minneapolis, Rochester, St. Paul, and Sleepy Eye.

The faculty included Dr. Winston Benson, Dean of the School of Graduate Studies, Mankato State College; Mr. Troy Caliguiri, Director, Department of Minnesota Manpower Services; Mr. S. W. Clasen, ABE Coordinator, State Department of Education; Mr. Lester Cziok, Director, Minneapolis ABE program; Dr. Thomas Fish, Director, Community Education Center, College of St. Thomas; Mr. Elmo Mattox, Personnel Director, St. John's Hospital in St. Paul; and Mr. Gerry Schuster, Personnel Director of the Northwestern Bell Telephone Company in St. Paul.

Mr. John N. Hatfield, Director of ABE Staff Development Projects for U.S.O.E. Region V delivered the keynote address. Mr. Gerry Schuster was instrumental in a move in which Bell Telephone Company subsidized the meal and room expenses for the workshop.

Dr. Antusa S. Bryant served as workshop director. Along with Mrs. Elaine Brant and Mr. George Ploetz, Dr. Bryant is preparing the report on the training model developed by the workshoppers. The report will be distributed by Mankato State College Special Education Department.

Participants at the Wayzata ABE workshop, conducted by Mankato State College.

"Counseling - ABE" Topic of Staff Development Workshop at Brainerd

The Brainerd Holiday Inn was the setting for a June 1973 workshop in ABE Counseling conducted by Ronald L. Handley of the Minneapolis Public Schools Adult Basic Education Department through Region V Staff Development funding for Minnesota.

Mr. Handley, Counseling Coordinator in Minneapolis Public Schools ABE, was assisted by Mr. Lester Cziok, Director of Adult Basic and Special Programs, Minneapolis Public Schools, and Mrs. Marilyn Buckingham, Rosemount ABE Coordinator.

Altogether, 11 counselors or teacher-counselors in ABE from throughout Minnesota participated in the workshop which was designed to provide a "model" for developing ABE counseling services in the community. A presentation was made on a number of topics by the staff and participants responded and reacted to these topics freely. These reactions contributed greatly to the overall effectiveness of the workshop in meeting the objectives defined.

The Role and Function of the ABE Counselor was a topic of great concern to the participants because the counselor is a fairly new and in some places unique service person in ABE. Also, since Title III ABE funding for school districts will be dependent on each ABE unit providing counseling services to its students, the topic is of particular importance to all new ABE programs as well as those already in operation. Reprints of articles such as, "The ABE Counselor - A New Guidance Role" by R. J. Mitchell of Oklahoma State in "Adult Leadership," March 1971, were discussed in order to give the ABE Teacher-Counselor personnel insights into the counselor's new role in ABE.

The concept of Maslow's Hierarchy of Needs or "Needs Theory" was also utilized to develop a consciousness of the characteristics of the ABE student which the counselor deals with and why our clientele is so unique compared to K-12 students.

The participants gave examples from their own experiences which exemplified much of Maslow's needs theory concretely.

The topic of whether to test or not evoked lively discussion among the participants. This area of ABE is particularly controversial to all adult educators today. Many feel there should be no attempt at testing at all!

However, the necessity of assessment of student reading and arithmetic level for placement and program eligibility makes testing necessary in some form.

The group concluded that testing should not take place before some form of orientation takes place. Also, the various kinds of tests used to evaluate and place ABE students were examined and discussed. The group concluded that there is a real need for "adult level" tests.

Items such as how often to test, how to select a good standardized test, and how to develop one's own informal reading test were also discussed.

Participants discussed the wide variety of referral agencies utilized with their ABE clients.

Cooperatively they developed lists of the available social service agencies, both urban and rural. The group felt it was extremely important that the ABE counselor become aware of all agencies available in his locality in order to provide the best service to his clients.

A typical ABE intake interview was performed as a role playing exercise for the group. Using the information conveyed by the participants in the interview, the teacher-counselors offered their reactions and opinions. They suggested alternative actions and techniques which the counselor might have used.

The topic of the record keeping was introduced as an important adjunct to the total ABE program. Without accurate, intelligible records, there would be no opportunity to evaluate program success and document student progress. Some large ABE components have had to use data processing procedures to facilitate fast, accurate

retrieval of information for their quarterly and annual reports.

The techniques for setting up this system were presented to the participants by the staff.

Workshop participants examined a wide variety of materials useful in ABE Occupational Counseling. Materials from governmental and private industry sources were evaluated.

The Teacher-Counselors attested to the usefulness of the following materials:

- Chronicle Guidance Kit - Chronicle Publications - Morovia, N. Y.
- SRA Career Kit - Science Research Associates - Chicago, Ill.
- Occupational Outlook Handbook - U. S. Department of Labor - Washington, D. C.
- Minnesota Department of Manpower Services Job Description Brochures - St. Paul, Minnesota.

They also felt that working closely with the local Manpower Office helped to bring about more effective occupational counseling.

The workshop group also exchanged information on ways that they utilized educational information materials from the various colleges, community colleges, Vo-Tech Institutes, and Business & Trade Schools.

Certainly each ABE center should have the latest up-to-date catalog and brochure materials available so that ABE students completing the ABE sequence will have access to them.

The Teacher-Counselors decided that educational counseling is extremely important in helping the client pick realistic goals and/or a suitable school, one related to his abilities.

A culminating activity of the workshop was the showing of the film, "Belton, Gerald F." This 29 minute color film developed by the

Topical Workshop Presented by Moorhead State College

Dr. John B. Wasson, Moorhead State College

To expedite staff development among Adult Basic Education teachers, administrators, and prospective teachers in Northwestern Minnesota, Moorhead State College conducted a series of topical workshops.

The December 9, 1972 workshop was concerned with the recruitment and retention of ABE students. As a project emanating from this workshop, new ABE students were recruited in three different centers (Moorhead, Crookston, and Detroit Lakes). The major consultant for this workshop was Ms. Dagny Christiansen, formerly with the ABE program in St. Paul, Minnesota.

The January 27, 1973 workshop covered three basic areas of concern in adult basic education:

- Motivating the adult learner.
- Methods and materials for adult learners.
- Goals for the adult learner.

Consultants for this workshop were Mr. David Ferrens, a staff member of the Department of Clinical Experiences, College of Education, University of Minnesota and Dr. John Wasson, Director of Adjunctive Education at Moorhead State College.

Basic concerns dealt with in the February 24, 1973 workshop were:

- Planning a new adult Basic Education program.
- Organizing the local school for ABE programming.
- Administering the ABE program.

Consultants for this program were Mr. Rodney Bergen, Administrative Assistant, Moorhead Public Schools, and Mr. Sherwood Clasen, Coordinator of Adult Basic Education, Minnesota State Department of Education.

The March 31, 1973 workshop dealt with two major concerns. One of these was ABE programming for American Indian Populations, covered in a talk by and discussion with Mr. David Beaulieu of the Minority Studies Department, Moorhead State College. The other topic of concern at this workshop was handled by a five member panel discussion of administrative and local planning problems in Adult Basic Education. The panel format at this workshop (and also at the April 28, 1973) workshop was deliberately chosen to involve as large a group of participants as possible in the preparation and presentation of a very important workshop topic.

The April 28, 1973 workshop was concerned with a three-member panel discussion of the counseling role of the ABE teacher. This was followed by an excellent report on the National Adult Basic Education meeting in Detroit, Michigan by Ms. Rose Anderson, Coordinator of the Adult Basic and Continuing Education program at Moorhead Public Schools.

The final workshop for 1972-73 was held on May 19, 1973 at Moorhead State College. A major presentation concerning counseling of the adult basic education student was made by Mr. Ronald Handley, Director of Counseling Services, Adult Basic Education Program, Minneapolis Public Schools. A concluding discussion of plans for next year was held by Dr. John Wasson and a tentative format for staff development activities in 1973-74 was articulated by the group.

The group felt that the topical workshop format utilized in 1972-73 was extremely valuable and helped acquaint them with a number of areas of concern and problems in adult basic education. For the second year, however, they would like to see the development of graduate level teacher training courses in the area of Adult Basic Education. If possible, these wishes will be made a reality by offering two courses through Moorhead State College. A fall quarter course would deal with a general introduction to adult basic education and a spring quarter course would deal with educational methods and materials for adult education.

ABE Paraprofessional Workshops

Dr. Antusa S. Bryant, Mankato State College

Two ABE paraprofessional workshops were conducted by Mankato State College during 1972-73. Both workshops were sponsored by the State Department of Education and USOE Region V in conjunction with the region's three-year ABE staff development effort.

For southern Minnesota ABE staff, the first workshop was held in Mankato March 24, 1973. For northern counterparts, the second workshop was held in Brainerd on May 19, 1973.

The first workshop faculty included Dr. Beatrice Moosally, associate professor of educational psychology at Mankato State College; Mr. George Ploetz, curriculum coordinator of the Minneapolis ABE program; Mr. Edward Conway, ABE aide at the Rochester ABE program; Mrs. Avis Reed, teacher-aide trainer with the Hutchinson Area Vocational-Technical School; Mrs. Bernice Krusemark, ABE teacher at Fulda; Mr. Russel Sethre, ABE director of the Melrose Public Schools; and Mrs. Roberta Ellis, Minneapolis Public School teacher, who delivered the keynote address.

Participants came from Burnsville, Farmington, Hutchinson, Iona, Madelia, Minneapolis, New Ulm, Rochester, Rosemount, Roseville, St. James, and St. Paul.

Dr. Beatrice Moosally, Mr. George Ploetz and Mr. Russel Sethre served as repeat faculty for the May 19 workshop. Joining their ranks were Mrs. Elaine Brant, St. Paul ABE teacher, who delivered the keynote address; Mrs. Shirley Freeburg, chief recruiter for the Minneapolis ABE program; and Mrs. Ruth Nelson, teacher in the St. Paul ABE program. Mr. S. W. Clasen, state ABE coordinator, presented certificates of achievement to all the participants of both workshops.

The participants were from Coon Rapids, St. Paul, Thief River Falls, Minneapolis and Cloquet.

Because of the low registration from the northern sector in participating in the May 19 workshop, Minneapolis and St. Paul staff

Working in a relaxing setting at the ABE workshop held at a Brainerd resort.

Evaluation time at a Brainerd ABE workshop.

members were given a second chance to participate. Thus, four Twin-City area ABE personnel were included in the second workshop.

The two workshops had only one goal; to develop an in-service training model for ABE paraprofessionals.

As a result of the group work done by the participants the following outline was developed:

Outline Of A Model For In-Service Training

Of ABE Paraprofessionals

I. Overall Goals

A. Human Relations

1. To establish better communication with administrative staff, teachers, counselors, etc.

2. To develop a better understanding of the population to be served:

   a. The disadvantaged adult
   b. The migrant adult
   c. The adult with drug problems
   d. The adult from a minority group
   e. Others

3. To understand self

B. Skills

1. To acquire tutoring skills
2. To gain knowledge of instructional materials used in ABE
3. To acquire skill in the use of audio-visual equipment and materials
4. To acquire clerical and record-keeping skills
5. To gain a better knowledge of community resources
6. To develop better recruitment techniques

C. Certification

1. To develop programs that would advance the paraprofessional on the career ladder:

   a. Programs that would include college credit
   b. Programs that would include local board of education credit
   c. Credits that would be "transferrable" to any other ABE program

2. To develop programs that would result in certification

II. Activities

A. Human Relations

1. Basic Psychology--including adult characteristics, defense mechanisms, understanding others etc.

2. Self-Assessment--including feelings toward others, toward minority groups, feelings about oneself

   a. In lab situations
   b. By using attitude scales
   c. Other

3. Training in communication, establishing rapport with students, etc.

4. Problem solving techniques

B. Skills

1. Content Skills--including language arts; writing, spelling, manuscript print, handwriting, oral language, public speaking...

2. Computation Skills--including record keeping, filing, inventories, and other clerical skills

3. Mechanical Skills--including use of audio-visual aids (hard and soft)

4. General "Housekeeping" Skills--including orderliness, keeping up with new materials, classroom organization

C. **Evaluation**

1. Pre-test and post check list by supervisor based on observation and/or the use of an evaluation instrument

2. Self Assessment

3. Questionnaire for students to rate "well dones" and "needs improvement" areas

III. Certification

A. **Develop guidelines** (to be approved locally, state-wide, and nationally)

1. Give credit to aides for in-service training

2. Develop a standard of credits acceptable throughout the country

3. Develop "transferrable" record of credits enabling aide to move from one program to another without dropping on pay scale

B. **End result**: certification, diploma, or degree

While the workshop goal was to develop a training model, the participants were also trained to conduct similar workshops in their home school districts.

In April, 1974, a letter will be sent to all workshop participants asking them to report on their 1973-74 ABE paraprofessional training involvement in their local ABE programs.

Evaluation Report

Benjamin F. Bryant and Paul D. Broderson

Before Minnesota staff development projects were initiated, a committee was formed by the State ABE Coordinator to review projects and recommend them to him for funding. This committee selected the authors to evaluate the projects which eventually were funded. Our primary purpose in performing evaluations of funded projects was to determine if each project accomplished what it set out to accomplish.

Evaluation implies accountability, a term much in use today and one which is receiving increasing acceptance from educators. Essential to accountability is measureability; for it is through some form of objective measurement that the degree of success or failure of a project should be determined.

While evaluation is most desirable, an evaluator of an educational project encounters several barriers in his attempts at making a sound assessment of results. Some of these barriers are the result of:

1. A dearth of valid and reliable measuring instruments to determine program effectiveness.

2. Educators' orientation toward grading students but lack of orientation toward evaluating programs.

3. Educators' unfamiliarity with writing objectives and using them as guides once a program is implemented.

Because each staff development project is unique, it is not easy to develop a single instrument that fits each of them. There should be similar elements in each project. Some of these are: a statement of objectives', procedures to follow in achieving the objective; evaluation procedures; personnel involved; and budget.

Teachers generally accept the responsibility for grading students, but they tend to resist having their instruction graded. Program evaluation, however, requires the teacher – or the person in

Bryant

Broderson

charge – to assess not only the trainees' performance but also the program's performance. In other words, did the program do what it said it was going to do, and how well was it done?

We surmised from this evaluation that more training in writing measurable objectives is needed by all involved in staff development projects. We noticed a tendency on the part of some project directors to ignore, or to change without indicating in writing the change, their statement of objectives once the project was underway. Written objectives should serve as guides for all activities of a project, and deviations from the stated objectives and reasons for such deviations should be indicated.

As professional educators become more attuned to evaluation, these problem areas will diminish in significance. At present, however, they remain areas of much concern as professional educators, boards of education, the federal government, and the American public become more aware of the need for accountability on the part of all who have public trust.

Thinking through, writing, and following good objectives is not easy for the administrator or teacher who is unaccustomed to program evaluation. Realizing this, the evaluators of Minnesota's staff development projects recommend that workshops be offered to help staff persons develop further their skills in these areas. Teachers and administrators who can articulate good objectives and then attain them are rare at this point in time. The future of public school education, however, may very well depend on the speedy development of practitioners who understand and follow sound procedures of accountability.

University of Texas, Austin Extension Division, is concerned primarily with the roles and relationships of teachers and counselors in the ABE setting.

It is designed to show dramatically that, in reality, it is often difficult to pin-point exactly where, when, and by whom the most effective counseling of the ABE student is done.

It is a dramatization of one student's situation in order to show the inter-relationship among students, teachers and counselors and other people involved in "working through" the student's problems.

Hopefully, by identifying personally and/or professionally with one or more screen characters, the viewer will draw inferences regarding his own attitudes and behavior and become more aware of factors affecting his interpersonal relationships with ABE students and staff.

The film provided a vehicle which facilitated the review and pulled together several of the topics covered in the two-day workshop. The participants felt that the film provided excellent material which helped them interact relative to their own feelings and ideas on ABE counseling.

Ronald Handley, director of the counseling-ABE workshop in Brainerd.

Registrants at the ABE workshop in Mankato shared views eagerly (above) and listened attentively (below). Mankato State College was the workshop sponsor.